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Inman, D., Marlow, L. (2004). Teacher retention: why do beginning teachers

remain in the profession. *Education*, 29, 20-32. Retrieved from

http://www.wilsonweb.com

This article focuses on the importance of identifying the reasons teachers choose to stay in the profession to remedy issues within teacher attrition. It examines the attitudes of beginning teachers and their perspectives on the positive aspects of teaching that may lead to teacher retention. The findings suggest that teachers are more likely to report job satisfaction when: 1.) teachers with similar ideas about teaching work cooperatively. 2.) Teachers interact with mentors. 3.) Administrators support and encourage teachers’ ideas. 4.) A positive community is established.

Graziano, C. (2005) Schools out. *Edutopia Magazine*. Retrieved from

http:www.edutopia.org/new-teacher-burnout-retention

This article notes the dissatisfaction teachers feel due to their lack of autonomy due to bureaucratic mandates that dictate and stifle teacher autonomy. It also notes that teachers are expected to know and be prepared for all aspects of the profession upon entry when in reality they are not. New teachers are overwhelmed with not only how to teach their particular students and subject area but also expected to be knowledgeable about procedural, site specific expectations. New teachers are expected to perform at and are held by the same standards as veteran teachers. The pressure of managing a classroom, compounded by a lack of basic resources and administrative support leaves new teachers unprepared socially, professionally and emotionally.

Rosenhotz, S.J., Simpson, C. (1990). Workplace conditions and the rise and

Fall of teachers. *Sociology of Education*, 63, 241-247. Retrieved from

<http://www.wilsonweb.com>

This article points out how organizational factors effect teachers’ commitment to the workplace. The method schools use to manage student behavior and the amount of non-teaching obligations effect a new teacher’s commitment much more than veteran teachers. Veteran teachers tend to be more concerned about the autonomy and discretion they have in their schools. Other predictors of a teacher commitment include the perception of how her teaching will affect students learning and learning opportunities which include mentoring and other professional development opportunities.

Luther, V., Richmond, L. (2009). Teacher attrition: Listening to teachers to find

a solution. *Academic Leadership*, 7, 21-26. Retrieved from

http://www.wilsonweb.com

The findings of this study support those found in previous studies in regard to teacher attrition issues. Working conditions and issues of support are primary factors in teacher retention. The role of school districts and administrative structures are key features in developing effective leadership roles and preparation programs that train administrators who can provide teachers with success. Just as learning should be enjoyable sp should teaching. We can retain teachers by giving them support, respect and a voice in decision making.

Rowley, J. (1999). The good mentor. *Educational Leadership*, 56, 20-22.

Retrieved by <http://www.wilsonweb.com>

This article focuses on characteristics of good mentors. They must be skilled at providing instructional support. Mentors should be models of lifelong learning. They should be supportive and provide new teachers with empathy and understanding in a non-judgmental manner. They must have effective interpersonal skills as they deal with varying personalities. Mentors must provide new teachers with hope and optimism and they must be deeply committed to the role of mentor.